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Andy J. Frey ^a, Jon Lee ^b, Jason W. Small ^c, John R. Seeley ^c, Hill M. Walker ^d & Edward G. Feil ^c

^a Kent School of Social Work, University of Louisville, Louisville, KY, USA

^b Early Childhood Education, University of Cincinnati, Cincinnati, OH, USA

^c Oregon Research Institute, Eugene, OR, USA

^d Special Education and Clinical Sciences, Institute on Violence and Destructive Behavior, University of Oregon, Eugene, OR, USA

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The Motivational Interviewing Navigation Guide: a process for enhancing teachers' motivation to adopt and implement school-based interventions

Andy J. Frey^{a*}, Jon Lee^{b1}, Jason W. Small^{c2}, John R. Seeley^{c3}, Hill M. Walker^{d4} and Edward G. Feil^{c5}

^aKent School of Social Work, University of Louisville, Louisville, KY, USA; ^bEarly Childhood Education, University of Cincinnati, Cincinnati, OH, USA; ^cOregon Research Institute, Eugene, OR, USA; ^dSpecial Education and Clinical Sciences, Institute on Violence and Destructive Behavior, University of Oregon, Eugene, OR, USA

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There is a critical need to engage theory-driven research related to the deployment of mental health promotion initiatives and student outcomes. A growing body of research supporting the use of motivational interviewing and engagement strategies in education suggests that this approach may be promising to better understand mechanisms through which coaches, mentors or consultants influence the change in behaviour and improve the implementation of effective practices. Motivational interviewing is a specific approach to engagement that works to raise motivation for fostering change, and may also serve as a useful approach for maximizing teachers' roles within school-based mental health promotion efforts. In this article, we describe the Motivational Interviewing Navigation Guide (MING), which consists of a five-step process to motivate teachers to implement critical features of an intervention with fidelity. In addition, the potential barriers to implement the MING approach, as well as recommendations for future research were discussed.

Keywords: evidence-based interventions; fidelity; teacher consultation; motivational interviewing; coaching

In a 2009 special issue of *School Psychology Review*, multiple experts in the field of education traced the history and recent trends related to the importance, conceptualization and measurement of the treatment integrity in educational research and practice (Greenwood, 2009). Treatment integrity, or the extent to which an intervention is delivered as intended, is imperative to our ability to infer intervention effectiveness, and therefore critical to improve student outcomes (Sheridan, Swanger-Gagne, Welch, Kwon, & Garbacz, 2009). This variable is increasingly recognized as a major factor underlying intervention failure as defined by less than expected intervention outcomes. There is also increasing pressure for instructional support providers (e.g. school social workers, school psychologists, school counselors, behaviour specialists, resource teachers and so forth) to attend systematically for the treatment integrity issues and outcomes. The National Association of School Psychologists (2005) promotes attention to treatment integrity in a published position statement and the National Association of School Social Workers (2011) promotes it in their national standards.

*Corresponding author. Email: afrey@louisville.edu

A related trend in educational and psychological research and practice is the promotion of evidence-based practices (EBPs). For example, the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004, both mandate the use of strategies that have been proven promising, efficacious or effective. As well, the race to the top fund provides competitive grants to states for ‘...the implementation of, and investment in, innovative and evidence-based practices, programs, and strategies that significantly improve student outcomes’ (American Recovery and Reinvestment Act, 2009). Although it is often implied that EBPs will be applied with integrity, several experts in the study of implementation science and the deployment of school-based mental health promotion initiatives (e.g. Dix, Slee, Lawson, & Keeves, 2012; Fixsen, Blasé, Naoom, & Wallace, 2009; Graczyk, Domitrovich, Small, & Zins, 2006; Weist et al., 2009) have noted the importance and complexity of improving programme implementation to achieve successful student outcomes. A conceptual framework by Domitrovich et al. (2008) identified the intervention and the support system as two conceptually distinct components contributing to implementation quality. The support system includes training and ongoing professional development via coaching or mentoring. Although the support system is believed to be a critical factor, Domitrovich et al. identified theory-driven research on programme implementation as a critical need, acknowledging ‘little is known about the mechanisms through which mentors or coaches influence behavior change in the individuals with whom they work’ (p. 10). Not surprisingly, increasing emphasis has been placed on the teacher’s role in the provision of mental health services (Berzin et al., 2011).

To date, relatively few strategies have been applied to specifically motivate teachers to adopt and implement EBPs in educational settings. Hagermoser, Sanetti, and Kratochwill (2009) suggested that performance feedback is the only strategy to promote treatment integrity with a systematic line of research. Performance feedback involves showing the consultee graphic representations of treatment integrity data coupled with verbal recommendations for improvement.

An emerging line of research to improve teacher-implemented EBPs involves motivational interviewing (MI), which has a strong theoretical base, an impressive empirical base in addictions and health settings and some promising applications in school mental health. MI is a process that encourages a person ‘by literally talking oneself into change’ (Miller & Rollnick, 2012, p. 168). This is facilitated by developing a supportive environment/relationship and evoking change talk or any self-expressed language that is an argument for change (p. 159). Therefore, MI involves an intentional attempt by the therapist/consultant to evoke and explore change talk within an accepting, affirming and non-judgmental relationship. Impressively, implementation of MI strategies is associated with increased change talk (Glynn & Moyers, 2010; Miller, Yahne, Moyers, Martinez, & Pirratano, 2004; Moyers & Martin, 2006). Further, goal-directed change talk is associated with subsequent change in behaviour (Amrhein, Miller, Yahne, Palmer, & Fulcher, 2003; Miller Benefield, & Tonigan, 1993; Sellman, MacEwen, Deering, & Adamson, 2007; Sellman, Sullivan, Dore, Adamson, & MacEwan, 2001).

The purpose of this article is to describe the Motivational Interviewing Navigation Guide (MING), which is a process, derived from Miller and Moyer’s (2006) eight strategies for learning MI and the Motivational Interviewing Navigation Map (Frey et al., 2011), to assist researchers interested in developing new interventions or to enhance engagement and implementation fidelity of existing interventions using an MI approach. The empirical rationale for adopting MI in schools to address treatment fidelity follows.

Empirical rationale for adopting a motivational interviewing approach

Across a broad range of clinical problems, originating principally from the treatment of addictions and in more recent applications to behaviour change in general, MI has a significant empirical base. Thirty years after its original description (Miller, 1983), the technique has been the subject of over 1200 publications and more than 200 clinical trials (Miller & Rollnick, 2012), spanning a broad spectrum of clinical problems, environments and individuals. Although findings from the vast majority of these trials remain variable (often attributed to clinician skill) the support for efficacy of MI and its role in motivation of behaviour change is solid.

MI has been proposed as a promising and innovative approach to enhance teacher motivation to adopt and implement school-based interventions designed to promote academic achievement and prevent or ameliorate challenging behaviour (Blom-Hoffman & Rose, 2007; Frey et al., 2011). Several educational research groups are also currently using it to address the engagement of parents, teachers and students in intervention procedures. For example, a 'check-up' routine involving relationship building, assessment and feedback sessions has been added to already highly regard school-based intervention approaches. For example, Dishion and Stormshak's (2007) ecological approach to family interventions and treatment (EcoFIT) model involves a 'family check-up' process that precedes delivery of a parent training curriculum. In addition, Herman et al. (2012) used the family check-up procedures to increase parental involvement and exposure to the core elements of coping power and evidence-based practice for parents of youth with aggressive behaviours. Similarly, Reinke, Lewis-Palmer, and Merrell's (2008) classroom check-up (CCU) procedure precedes a teacher planning process to improve classroom management practices; the CCU has also been used as a coaching model to bolster teacher implementation of social-emotional and classroom management intervention (PATHS to PAX; Reinke et al., 2012). The authors of this article, through an ongoing Institute of Education Sciences development grant (R324A090237), have developed a tertiary version of the first step to success early intervention programme (Walker et al., 1998) that includes a new home component, tertiary homebase (Frey, Lee, Small, Seeley et al., 2013; Frey, Lee, Small, Walker et al., 2013; Frey, Small, Lee et al., 2013) and an enhancement to the school component of the intervention (i.e. First Step Classroom Check-up) based on MI approach. Finally, Gueldner and Merrell (2011) also used aspects of MI for the purpose of improving treatment integrity with the strong kids intervention, a 12-week social emotional learning curriculum to build resiliency in middle school students. Although the available evidence of effectiveness for the use of MI by school personnel is limited, it is reasonable to assume that MI, delivered with fidelity within the context of support services, will expand in the next decade because of its strong face validity and flexibility of use.

The Motivational Interviewing Navigation Guide

The MING was developed as part of a three-year development grant to adapt the first step to success early intervention programme to address the programme's applicability for children with severe school adjustment and behavioural challenges. The first step to success early intervention programme (Walker et al., 1998) was originally established as a secondary prevention intervention targeting primary grade children with moderate or emerging behaviour disorders. An interdisciplinary team of researchers developed tertiary first step to motivate teachers and parents to (1) implement the programme with fidelity, (2) foster the development of positive reinforcement systems across home and school contexts and (3) reduce the attention paid by parents and teachers to children's

inappropriate behaviour. Specifically, tertiary first step intervention is designed to boost motivation to implement the critical components of the intervention. The most significant addition to the tertiary variation involves the creation of a new home component, which infuses MI into the home component of the intervention; tertiary homebase was guided by Dishion and Stormshak's (2007) EcoFIT model.

Our application of MI, and adaptations to its implementation with teachers and parents in the context of schooling, differed from its application in the medical and substance abuse fields in terms of the challenges we encountered. Particularly difficult for our school-based coaches were: (1) the conceptualization of target behaviours for change, (2) training school personnel to use MI, (3) facilitating change in short interviews and (4) prioritizing change. These challenges were evident early in the project, and substantial attention was devoted to developing a process that was generalizable to the home and school applications and for structuring of a process, which became the MING, to help our coaches use MI strategies selectively and efficiently.

The MING, illustrated in Figure 1, includes five steps to increase motivation to adopt an EBP and improve implementation of the intervention's critical features. In the following section, we offer some contextual comments about the MING, and then describe the five steps of the process. The article concludes with a discussion of potential barriers for using the MING and recommendations for future research. Although there are a variety of terms for school personnel who might adopt an MI approach in the literature, we refer to support personnel as coaches.

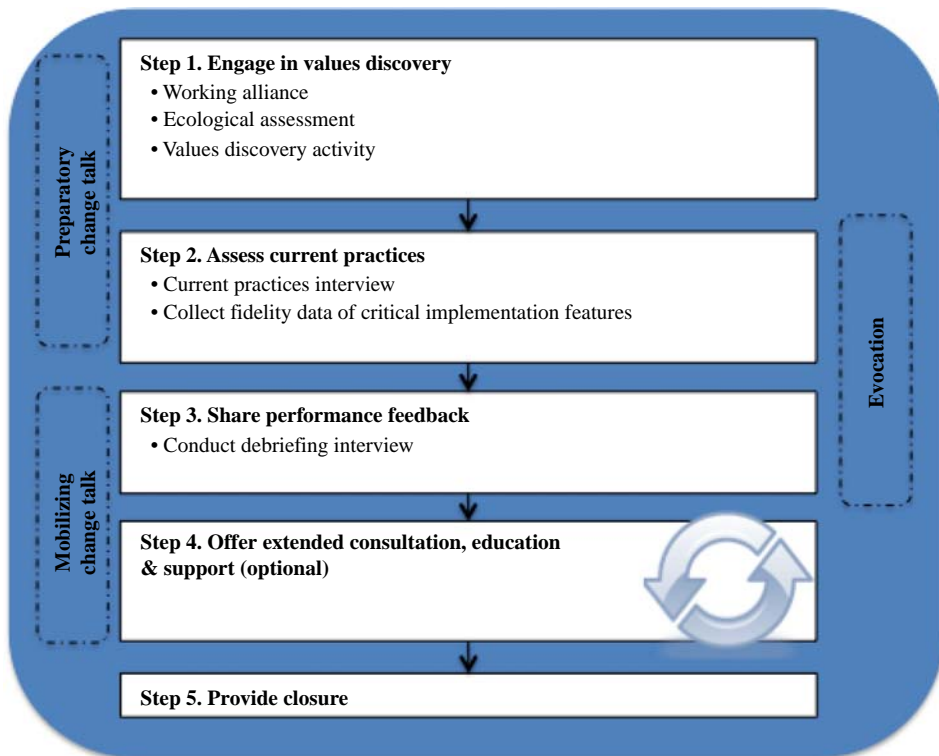


Figure 1. Motivational Interviewing Navigation Guide (MING). Copyright 2013. Reprinted by permission of Positive Behaviour Management.

Contextual comments about the MING

Before describing the MING, there are a few details about its use that are important to note. First, the amount of time a coach spends on each of the five steps can be highly variable. The following circumstances accelerate the process: (1) a strong working alliance exists, (2) the teacher identifies adoption/implementation of the EBP as important, (3) the teacher expresses confidence in his or her ability to adopt/implement the EBP and (4) the teacher initially implements the critical features of the EBP with integrity. In addition, the coach's skill in efficiently selecting and applying MI strategies is also an important factor, and one that the MING was created to improve. Second, the application of the MING process requires individualization depending on the EBP of focus. Specifically, the values, practices, target behaviours, fidelity data collection tools and the visuals used to provide performance feedback are all EBP-specific.

Step 1. Engage in values discovery

The main purpose of the first step of the MING is to discover the teacher's values, goals and hopes for the children's future. The coach works to develop, maintain and monitor a working alliance and become familiar with the teacher's classroom ecology (e.g. classroom management style, children and environment). The values discovery activity provides information critical to the later steps of the MING for increasing teacher motivation to adopt EBPs. The activity can be completed with a set of simple cards listing common teacher values (e.g. value discovery cards), or in a discussion format. In general, teachers are encouraged to identify their classroom and teaching values, goals for teaching and hopes for futures of their students. Successfully, the teacher's values were identified, validated and affirmed. Active attempts to evoke change talk during the values discovery activity were not encouraged, as this may be perceived as 'selling' or educating, which is particularly risky from a relational stance prior to having developed a strong working alliance.

Step 2. Assess current practices

The second step of the MING is to complete a current practices interview and to collect fidelity data of critical implementation features. The two components of this step provide a structure for increasing teacher motivation to adopt the EBP and/or the underlying principles or assumptions the EBP is based upon. Thus, the details of the interview and collection of fidelity data would be individualized based on the EBP. Successfully, the coach is able to learn about existing practices that are consistent or potentially in conflict with the EBP.

Current practices interview

For example, in our work with first step classroom check-up, the teacher is asked a set of questions that progressively measures his or her current use of the five universal principles of positive behaviour support (Golly, 2006). These principles form a foundation of classroom management within which the first step programme is more likely to be effective. Based on the teacher's answers, the coach can systematically identify the teacher's values as they relate to classroom management and assess current fidelity of implementation of the principles. Throughout the interview, the coach evokes change talk by encouraging the teacher to articulate the advantages of adopting the EBP and

disadvantages of existing practices that are not consistent with these principles. During the interview, the coach should carefully monitor the working alliance, while supporting the teacher's control and autonomy in the process of teaching to freely consider change and make decisions consistent with their values and goals. Consistent with sound implementation of MI skills, the coach should focus on responding to the teacher with more reflections than questions, using simple and complex reflections to affirm values, emphasize autonomy and accept viewpoints (even if different from their own). Furthermore, the teacher should direct the conversation, and the coach should resist asking close-ended questions (i.e. do you think adopting this intervention is important?) and promoting the EBP as 'the answer'. We have provided the Teacher Universal Principles Interview Guide (See Appendix 1) used within the first step classroom check-up as an example of how we have applied this step within our work.

Strategies to cultivate importance and enhance confidence

In addition to establishing a working alliance, an MI approach requires that the coach also enhance teacher confidence in adopting the EBP, which is another focus of Step 2. Cultivating importance and enhancing confidence are accomplished by encouraging the teacher to elaborate on the benefits of adopting the EBP as well as the disadvantages of not adopting it. This line of questioning can be difficult to learn. Often novice, and sometimes experienced, coaches move too quickly towards implementation once a teacher verbalizes that adopting the EBP is important. Or worse, they assume the teacher is ready without asking. We believe teachers often overestimate the extent to which they believe adopting an intervention is important – a phenomenon most likely associated with social desirability bias. Thus, the authenticity of teacher self-ratings is difficult to assess accurately, particularly when the practice has been mandated by the school administration. Therefore, we encourage coaches to spend more time in this interview than they may believe is actually necessary. The added time is needed to explore the advantages and disadvantages of the EBP for both the teacher and the target of the EBP (i.e. the student). In doing so, the coach accentuates any change talk in regards to importance.

Techniques to enhance confidence are similar to those for cultivating importance. Specifically, the coach solicits detailed examples of change consistent with the teacher's previously-stated values. These examples should represent very specific situations, in which they have adopted and successfully implemented new practices from the past, and ideas for how the teacher might go about implementing the EBP with integrity. Again, it is common for MI novices to gloss over this step and rush towards implementation of the EBP. If there are any doubts about the teacher's motivation, our simple rule here is 'the more the better', founded on the belief that teacher preparation here will decrease the time needed to reach a high level of implementation integrity later on.

Because this step is so important, we have identified additional strategies in the narrative therapy literature (see White, 1988, 1995; White & Epston, 1990) that we have not found in the MI literature. Within this literature, the notion of identifying and getting teachers to elaborate on what is referred to as unique outcomes, exceptions to the problem story or alternative stories is very similar to differentially responding to change talk during the motivational interview. The narrative therapy literature proposes a number of different lines of questioning that we believe could be useful for enhancing confidence. In particular, anchoring and thickening are useful for building confidence. Several examples of each are described in Table 1.

Table 1. Questions from narrative therapy literature to build confidence.

Type of question	Question	
Anchoring	Point of reference	Were there times when you've done this kind of thing before? What successful examples of change can you think of?
	Ownership	As you look back at this accomplishment What were the steps you took in doing this? What did you do first? Then what? How did you prepare yourself to do this? What do you think were the turning points that made this possible? Were there particular things that you said to yourself that supported this behaviour and were consistent with your values?
	Detail	What was the look on his face when ... ? What went into doing this at this point in your life? Who would have predicted this event? What did it feel like ... ? Who else saw this?
	Thickening	Details
Thickening	Including others	What have others seen that would lead them to believe you can do this? What do you think motivated (a significant other) to make this same change? Do you think the way that you two stuck to the task is reflective of what you hope for yourself in the future? include values (e.g. "What does working towards this change say about your character?") What does it say about your commitment to your values? What does it say about you as a person that you would do this? What does this new perspective tell you about yourself?
	Alternative perspectives	Why does this way of acting suit you better than the old way? What positive effects on (significant others) do you foresee this change having?
	Connect to present	How does this potential change influence your ideas about the future? If we look back over the years how are you using your strength and intelligence differently with this next step in your future?

Collect fidelity data of critical implementation features

The collection of critical implementation features is ideally conducted via direct observation using an established fidelity measure associated with the EBP. One advantage of many EBPs is that they have measures that define whether the intervention is being implemented with integrity. The collection of fidelity data allows the coach to provide a graphical representation of the teacher's performance and structure the provision of performance feedback (Step 3). Although fidelity measures have been historically used in research settings, they are being promoted for frequent use within the context of the RtI movement (Lopez & Nastasi, 2008). We are advocating their use herein as a vehicle to promote implementation by providing objective performance feedback within the context of the MING process. Using a fidelity measure, the coach conducts an observation, leaves a representation of the data (ideally graphic) for the teacher's consideration, and schedules the debriefing interview for the purpose of providing performance feedback and discussing subsequent changes and actions based upon it.

Step 3. Provide performance feedback

A debriefing interview is used to provide performance feedback. The debriefing interview is structured to encourage the teacher to reflect on their implementation fidelity, and if necessary, increase the extent to which they believe implementing the critical features of the intervention is important. At the end of the interview, teachers are given the option of ending the consultation relationship or replicating Steps 2 and 3 after having articulated specific goals for improvement. As can be seen in Figure 2, the coach's focus in this interview is dependent on the teachers' implementation of the critical features of the EBP and coach's assessment of teacher motivation.

Solicit teacher impressions

The debriefing interview should start with the teacher's perceptions of the fidelity data. When soliciting teacher impressions of the data, which should occur after the teacher receives the graphical representation and has had time to digest it independently, the coach uses open-ended questions. For example, the coach could ask, 'how did you interpret this data?' 'What aspects of the data resonated with the teaching values we have discussed?' Or 'What aspects of the data were surprising?' Ideally, these questions evoke change talk from the teacher, which can be amplified with open-ended questions soliciting elaboration and validated through reflections that evoke the teacher's previously stated values, goals and hopes for futures of her or his students.

If the teacher's implementation is either strong or if it is weak, but they appear motivated to change (i.e. improve fidelity), the coach focusses on the teacher's strengths and their commitment to their teaching values. The coach can use the strategies for enhancing confidence discussed earlier (see Table 1), but this time with the critical components of implementation fidelity serving as the target outcome behaviour (i.e. as opposed to a general focus on adopting the EBP).

Cultivate importance and enhance confidence

As can also be seen in Figure 2, if implementation is weak and motivation is low, the coach attempts to elevate importance by amplifying the discrepancy between the *status quo* and the values articulated in the value discovery EBP interview, including potential benefits of

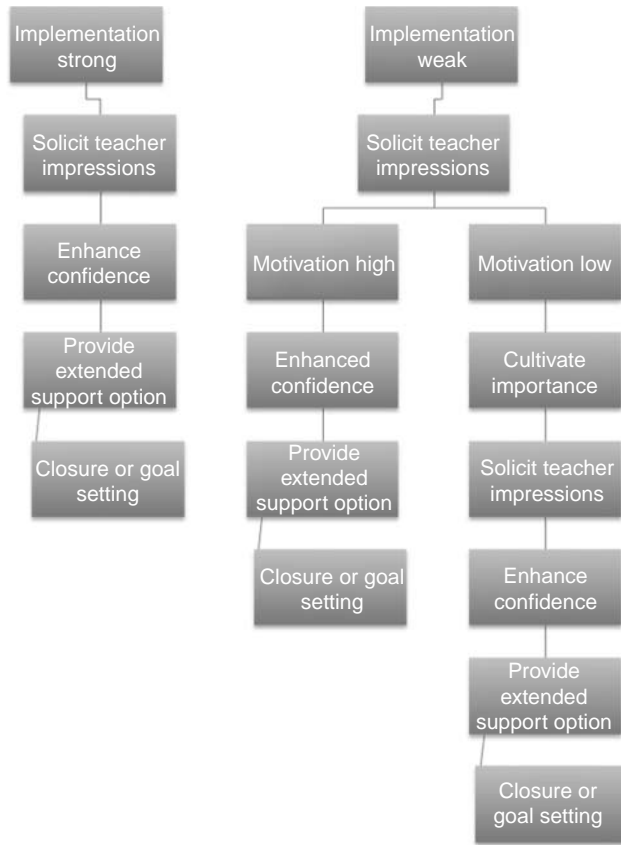


Figure 2. The teacher debriefing interview flow chart.

the EBP to students and disadvantages of the *status quo*. Following this discussion, the coach provides the teacher the option of receiving extended coach support (Step 4) or bringing the consultation relationship to a close (Step 5).

There are no concrete rules of thumb for signifying an appropriate time for transition to Step 3. Teacher ratings of importance and confidence should be considered, but should not be the only indicator used to make this decision. Readiness signs include decreased resistance, resolve to change, increased change talk, questions about change, envisioning/brainstorming change, experimenting with change and direct requests to get on with implementation. These readiness signs indicate that the teacher has identified their own strengths and can easily acknowledge the advantages of adopting/implementing the EBP. Finally, the coach transitions for negotiating the EBP implementation plan by summarizing and celebrating the evidence of readiness and reaffirming the teacher’s autonomy.

Step 4. Extended consultation, education and support

During this (optional) step of the process, the coach and teacher negotiate repeating Steps 2 (fidelity data collection) and 3 (provide performance feedback) in order to provide continuing support for teacher-established fidelity goals that are previously articulated. Once the specifics are decided upon and Step 2 is completed, the coach may deem it appropriate to take an

educational stance, more freely offering advice and teaching skills through consultation or direct education. For example, discussing issues related to implementation is a common consultation practice. We recommend educational strategies including modelling, role-playing and pre-correcting for implementation problems by exploring barriers to implementation.

Step 5. Closure

Whether a teacher selects closure due to high confidence in their ability to change on their own or due to low motivation, steps should be taken to insure that the relationship ends on a positive note and that the teacher leaves with tools, they may choose to use in the future. This step is completed in a relatively short period of time, either after the debriefing interview or extended consultation, education and support has been completed. The coach should express their gratitude for the teacher's engagement in the process. Whether or not the relationship has been challenged, the teacher can only stand to benefit from receiving affirmations at the time of closure.

Potential barriers to implementation

Although we believe the MING is a very promising process, we are aware that there are several potential barriers of wide-scale adoption to deploy mental health promotion initiatives. The primary limitation in this regard is the training and supervision required for it to be implemented with acceptable skill levels. Mitcheson, Bhavasr, and McCambridge (2009) suggested that MI's outward simplicity is deceiving, obscuring a complexity that is difficult to master. Skillful use of MI is a prerequisite for applying the MING to the deployment of mental health promotion initiatives. It is not clear that how many school-based coaches have had formal training in MI, and while resources to train them are being developed, pilot tested and refined, currently they are not widely available.

A variety of other limitations also exist. For example, teacher's time is a possible limitation. Teachers, in particular, are overwhelmed with responsibility, and some may view engagement in this process as overly burdensome. An additional barrier involves the increasing difficulty of applying these strategies when the target behaviour, in this case, implementing a specific EBP, is less clear or if a coach is attempting to provide performance feedback for an intervention, in which fidelity measures do not exist, or do not lend themselves to graphical representation. The MING is also limited in that the process only addresses situations, in which teacher's motivation is the cause of the weak implementation fidelity.

Recommendations for future research

We believe that the MING presents a unique opportunity for an entire line of theory-driven research related to the mechanisms through which mentors or coaches influence behaviour change in the individuals with whom they support. For example, developmental work is required to study its use in authentic educational settings and refine it through an iterative development process based on feedback from coaches and teachers. In addition, the social validity, satisfaction and potential efficacy of the MI approach in general as well as the MING process require systematic study. Finally, future research should examine whether grafting the MING onto existing EBPs results in higher treatment integrity or better student outcomes. These are empirical questions that deserve attention through controlled evaluations and randomized clinical trials. As research related to the application of MI in

the context of mental health promotion initiatives advances, we will need to (1) determine which components of MI are critical and which are supplementary (Noell, 2008); (2) identify which components of MI should be adhered to rigidly, which require flexibility and adaptation (Durlack & DuPre, 2008), and which employ reliable and valid processes to evaluate and document treatment integrity of the MI-based consultation process (Noell & Gansle, 2006) and (3) establish if there are any subgroups for whom the critical threshold of MI implementation varies (Durlack & DuPre, 2008). Studies that examine cost-benefit analysis would also be important.

Finally, if school-based coaches and researchers are to use the MING process effectively, relevant training and supervision structures must be created to support school staff. Thus, there is a need for efficacious training and supervision structures that can efficiently develop MI skills among the wide variety of school-based professionals who might become coaches. Efforts to develop school-based training procedures are underway.

Conclusion

The MING provides a process for increasing the adoption and implementation quality of mental health promotion initiatives, particularly those for which teacher and parents serve as implementation agents. This innovative approach introduces a new strategy for addressing an issue that is central to most policy, practice and research trends within the field of education. MI's promise for improving adoption and implementation of school-based EBPs appears strong but remains to be empirically demonstrated. We anticipate that MI applications will expand substantially within the next decade because of the flexibility of the process, the perceived value of its techniques and the evidence base supporting its use in related disciplines. We hope introducing this process facilitates conversation, and recognize that further development and debate is needed regarding the construction and application of MI in school settings.

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Notes

1. Email: lee4jn@ucmail.uc.edu.
2. Email: JasonS@ori.org.
3. Email: JohnS@ori.org.
4. Email: Hwalker@oregon.uoregon.edu.
5. Email: edf@ori.org.

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Appendix 1. Teacher Universal Principles Interview Guide

With your permission, I'd like to review universal principles with you, and learn from you if they fit with your values, and discuss examples of how you are, or perhaps how you would like to, use them within your classroom.

1. Establish clear expectations.

- **Understanding the concept** (use elicit-provide-elicited)

Looking at the first principle, what does it mean to you as a teacher to establish clear expectations?

Coach then either affirms teacher's response, or asks,

Are you interested in other ideas concerning establishing clear expectations in the context of the First Step programme?

With the teacher's permission, provide a brief, concise explanation focussing on the bullet points from the universal principles overview and self-assessment. Then ask,

How does this fit with your overall values and goals for the students' future?
- **Current practices** (use open-ended questions and reflections. Attend to preparatory change talk).
 - Primary question. *Tell me about your classroom rules and expectations for behaviour. I am also interested in the rules/expectations established by the school and whether or not those fit with your overall values and goals for the students.*
 - Other possible question prompts, include;
 - *Provide some examples of how you state your expectations positively and review them periodically (e.g. class meetings).*
 - *In what ways do you use your expectations as pre-corrections for potentially difficult times (transitions, special events)?*
 - *What are some of the advantages of having clear expectations?*
 - *How might clear expectations be applied differently for different students – for example, with a student with school adjustment and behaviour problems and a student without? OR with an individual student compared to the whole class?*
 - Pros and Cons. *What do you see as the current or potential advantages of establishing clear expectations for the classroom or the focus student? How about the current or potential disadvantages for teachers or students when clear expectations are not established?*
- **Self-assessment**
 - *I want to offer you the opportunity to rate your use of this Universal Principle as the teacher of __[student's name]__. I do not need to see your rating it is just for you, and you'll use it again during the next step of our process.*

Support the teacher in anyway necessary as they rate their use of clear expectations.

- **Importance and confidence rulers**

2. Directly teach the expectations.

- **Understanding the concept** (use elicit-provide-elicited)

Looking at the second principle, what does it mean to you as a teacher to teach a student how to do what is expected or behave in a certain way?

Use the elicit-provide-elicited format as above, ending with the question, *how does this fit with your overall values and goals for the student's future?*
- **Current practices** (use open-ended questions and reflections. Attend to preparatory change talk).
 - Primary question. *How do the students in your classroom learn what is expected of them?*
 - Other possible question prompts, include;
 - *What strategies do you employ to explicitly and directly teach your expectations in the settings in which they occur, through role-play and demonstrations using examples and non-examples?*
 - *What are some of the advantages to teaching expectations explicitly?*
 - *What are some of the problems you have seen when expectations are not taught directly?*

- How might teaching the expectations be applied differently for different students – for example, with a student having school behaviour problems and a student without? OR with an individual student compared to the whole class?
- Pros and Cons. What do you see as the current potential advantages of directly teaching expectations? How about the current or potential disadvantages for teachers or students when expectations are not directly taught?

- **Self-assessment**

- I want to offer you the opportunity to rate your use of this universal principle. I do not need to see your rating it is just for you, and you'll use it again during the next step of our process.

Support the teacher in anyway necessary as they rate their use of clear expectations.

- **Importance and confidence rulers**

3. Reinforce the display of expectations.

- **Understand the concept** (use elicit-provide-elicite)

Looking at the third principle, what does it mean for you as a teacher to recognize and support students for doing what is expected of them?

Use the elicit-provide-elicite format as above, ending with the question, *how does this fit with your overall values and goals for the students' future?*

- **Current practices** (use open-ended questions and reflections. Attend to preparatory change talk).

- Primary question. *How do you recognize and support your student's appropriate behaviour?*
- Other possible question prompts, include;
 - *In what ways are expectations positively reinforced informally (e.g. personal notes, one to one, notes home) or,*
 - *What formal and informal procedures for reinforcing expectations do you use (e.g. graphs, charts, activities) to reinforce new skills?*
 - *How about celebrations to acknowledge complying with expectations. How does this occur?*
 - *Can you think of any good outcomes of your teaching you would attribute to this practice?*
 - *How might reinforcements be applied differently for different students – for example, with a student having behaviour problems and a student without? OR with an individual student compared to the whole class?*

- **Self-assessment**

- I want to offer you the opportunity to rate your use of this Universal Principle as the teacher of __[student's name]__. I do not need to see your rating- it is just for you- and you'll use it again during the next step of our process.

Support the teacher in anyway necessary as they rate their use of clear expectations.

- **Importance and confidence rulers**

4. Minimize attention for minor inappropriate behaviours.

- **Understand the concept** (use elicit-provide-elicite)

Looking at the fourth principle, what does it mean for you as a teacher to provide little or no attention to minor inappropriate behaviours?

Use the elicit-provide-elicite format as above, ending with the question, *how does this fit with your overall values and goals for the student's future?*

- **Current practices** (use open-ended questions and reflections. Attend to preparatory change talk).

- Primary question. *How do you handle behaviour that is annoying or irritating, but does not violate expectations?*
- Other possible question prompts, include;
 - *Are minor rule infractions corrected through reminders, or systematically ignored by peers and adults?*
 - *What are some of the disadvantages in providing attention to minor inappropriate*

behaviour?

- *How might this expectation be applied differently for different students – for example, with a student having behaviour problems and a student without? OR with an individual student compared to the whole class?*

- **Self-assessment**

- *I want to offer you the opportunity to rate your use of this Universal Principle as the teacher of __[student's name]__. I do not need to see your rating- it is just for you- and you'll use it again during the next step of our process.*

Support the teacher in anyway necessary as they rate their use of clear expectations.

- **Importance and confidence rulers**

5. **Establish clear consequences.**

- **Understand the concept** (use elicit-provide-elicited)

Looking at the fifth principle, what does it mean for you as a teacher to establish clear consequences for inappropriate behaviour?

Use the elicit-provide-elicited format as above, ending with the question, *how does this fit with your overall values and goals for the students' future?*

- **Current practices** (use open-ended questions and reflections. Attend to preparatory change talk).

- Primary question. *How do you discourage inappropriate behaviour?*
- Other possible question prompts, include;
 - *Does a systematic plan exist for the entire class that consists of a hierarchy of consequences for when expectations are violated? If yes, have them describe it.*
 - *In what ways are consequences for inappropriate behaviour individualized (when appropriate)?*
 - *What do you find difficult about using consequences?*
 - *What are some of the pitfalls in regards to consequences and their use?*
 - *It seems like using consequences appropriately is difficult in some cases; what do you find difficult about consequences?*
 - *How might consequences be applied differently for different students – for example, with a student having behaviour problems and a student without? OR with an individual student compared to the whole class?*

- **Self-assessment**

- *I want to offer you the opportunity to rate your use of this Universal Principle as the teacher of __[student's name]__. I do not need to see your rating- it is just for you- and you'll use it again during the next step of our process.*

Support the teacher in anyway necessary as they rate their use of clear expectations.

- **Importance and confidence rulers**